



COMMITTEE ON UNIVERSITY AFFAIRS

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Response to the final report of the Commission on
Post-Secondary Education in Ontario, The Learning
Society, by the Committee on University Affairs.

Submitted to The Honourable Jack McNie, Minister
of Colleges and Universities.



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Appendix - Recommendation-by-Recommendation Response

CUA RESPONSE TO FINAL COPSE REPORT

1. Preamble - Quality and Access in the System

The Committee inevitably compared the final report with the draft. It was pleased to find a new emphasis on the quality of education which tended to balance the previous emphasis on accessibility. The Committee believes that the Report will be generally acceptable to the universities and interest groups within the higher education system in Ontario with several important exceptions as noted below.

2. Structure

Role of Council on University Affairs

The Committee recommends the following:-

- (1) There should be a Council on University Affairs as outlined in the COPSE Report.
- (2) This Council should have decision-making powers supported by a strong, competent staff.
- (3) The Council should advise the Ministry and the Government about the total operating and capital expenditures of Ontario universities.
- (4) The Council should make the final decisions on the allocations within that global sum.
- (5) The members of the Council should not be chosen as specified in the COPSE Report, but should be chosen at the discretion of the Lieutenant-Governor-in-Council from the universities and the community at large.
- (6) The Council should maintain close co-operation with the Ministry of Colleges and Universities.

The Committee feels that setting total university expenditure must inevitably remain a political decision, but expects that the new Council would be consulted by the Ministry about this, much as happens with the Committee now, and that there would be a feedback process which would allow the new Council significant input into the final decision. Once the global sum is decided,

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the Committee feels that the new Council should make the final decisions on allocations within that sum; i.e.- set the BIU value and decide how much is to be spent on extra-formula grants. The Committee recognizes that this places increased responsibilities on the new Council over the role of the Committee now. Thus, the Committee suggests that increased staff-support be given to the Council with a view to providing it with adequate data and analytical capacity. The Council should also be empowered to employ outside consultants on an Ad Hoc basis. The Committee does not want such a staff-support group to become a bureaucracy to rival the Ministry, but should have staff support from the Ministry when required. The Committee recognizes that good relations with the Ministry are essential if the system is to work, and also recognizes that the Ministry should retain control of the day-to-day management of funds and the general administrative duties now encompassed within the Ministry but under the general policy direction of the proposed Council. Finance is dealt with in detail in Section 3. below.

The Committee feels that membership on the proposed Council should not be selected as proposed by COPSE. It feels that this removes too much discretion from the Lieutenant-Governor-in-Council on making appointments, and also feels that the COPSE Report is suggesting a rigidly bound system of representation whereby the member must consult with the organization of his origin before expressing an opinion or casting a vote. The Committee points out that this is not the way it operates now, and feels that such a change would be to the detriment of any such body. Also, the Committee feels that too much emphasis has been placed on consultation with voluntary organizations by the proposed Council. While the role of consultation is recognized as an important facet of the proposed Council's duties, to force the new Council to consult everyone on virtually every issue would render it powerless to react with the swiftness sometimes required. Also, the proposed Council should decide upon the merits of the case rather than become susceptible to pressure groups lobbying merely on the basis of their strength rather than the merits of the case.

The Committee did not discuss at length, or come to any conclusions about the other sectors, feeling that a lock-step structure of identical Councils is not necessary under the new system. The Committee feels that the Council for College Affairs and the Council for the Creative and Performing Arts should be structured in such a way as to best service both their clienteles and the Government. Similarity in itself should hold no virtues.

Rec. 96 The Committee was nevertheless concerned that there be a flow of information amongst the Councils, and co-ordination and co-operation were necessary. The Committee rejected the proposed Committee on Post-Secondary Education as the body which would do this. It seemed apparent that this was not its role in the COPSE Report in any case. The Committee recommends that the monitoring suggested be done by the individual Councils and not the proposed Committee on Post-Secondary Education, and that any co-ordination and co-operation necessary be accomplished through regular meetings amongst the four Council Chairmen, joint sub-committees, and joint task forces. The Committee further felt that with the proliferation of bodies suggested in the COPSE Report that the Committee on Post-Secondary Education could be dropped without any tangible loss.

Rec. 106 Also, the Committee feels that the proposed ombudsman for the post-secondary education system is not required. The Committee feels that the universities in the past few years have made great strides in implementing the due processes which guarantees the right of faculty students and employees. Complainants now have recourse to the courts in many instances, and the Committee envisages that The Statutory Powers Procedure Act will influence the extension of this right.

3. Finance

As mentioned above in the section on "Structure", the Committee feels that the proposed Council on University Affairs should differ significantly from the Committee in that, in certain areas the Council would make the final decision, unlike now where the Committee merely

recommends to the Minister. To reiterate, the Committee recognizes that total university support will continue to be a political decision. However, the whole cannot be constructed without reference to the parts, and the proposed Council should have a significant input into the final decision. It is envisaged that this could be accomplished in much the same way as it is done now by the Committee. The Council would examine the parts, after consultation and site visits to the universities, and recommend a total expenditure package. Needless to say, the Ministry and the Government might modify the global figure suggested, but the final internal allocation; i.e.- the relationship between the amount spent on the BIU value, and the amount spent on extra-formula grants, would be decided by the Council. Once the total expenditure figure was granted to the Council, all the details of allocation would be decided by the Council. Under such a system, the details of the formula and revisions to that formula would be decided by the Council.

Rec. 110 Within the total financial package proposed by COPSE, the Committee identified the separation of research and instructional funding as the most important element for the universities. The Committee cannot endorse the proposal to separate the funding for instruction and research. First, it is feared that such a scheme will encourage the "publish or perish" syndrome to the detriment of instructional objectives. This is because the share of the global research figure which is to go to any one institution will depend on its standing in the quality assessment relative to other institutions in the Province. Hence, institutions will be encouraged to bestow their rewards on members of the faculty whose research productivity is high. Such encouragement is in conflict with efforts to give adequate recognition to teaching prowess in the advancement of individual faculty members and in the general value system of the universities. Second, the universities might lose the capability to make an independent assessment of what research should be done. Third, it is difficult to envisage a neutral way to assess the funding of research under the proposed system. Fourth, exposing the research component in this way implies separate government policy for research and instruction. In times of financial constraint research would be a tempting target for cuts because the long-term advantages of a continuing research effort are not well appreciated by the public. Fifth, there is bound to be disagreement when it comes to separating the research and instructional components of the university budget. COPSE it-

self is ambivalent about the nature of the distinction. The Committee acknowledges that the present formula has had some steering effects which need attention. The foremost of these, the proliferation of graduate programs, can be addressed by more self-conscious procedures of assessment and approval and, if need be, by formula revision. Finally, an underlying reason for the proposed system appeared to be Federal/Provincial negotiations about research funding, and while this might have financial and administrative significance for the governments concerned, it is questionable whether such a system should be foisted upon the universities merely because of that.

- Rec. 111 The Committee recognizes that the COPSE recommendation concerning funding universities on enrolment projection is somewhat out of date, especially now since CUA and the Ministry have put the slip-year into operation. However, the Committee feels that the new Council should have the power to make adjustments and changes within a system of formula finance to accommodate changing circumstances of this nature. The Committee also points out that funding on enrolment projections raises several problems which the proposed Council would have to cope with. There would have to be a system of legitimizing projections, and deciding which projections should be accepted, and which should be modified. The Committee fears the imposition of quotas under such a system, and this is another reason for retention of the slip-year system in the immediate future.
- Rec. 113 The Committee could not entirely endorse the COPSE recommendation that the universities be allowed to set their own fees. The Committee suggests that institutions should be free to set their own tuition fees only within reasonable limits approved by the Council.
- Rec. 115 The Committee has already made a recommendation concerning the funding of church-related institutions. The Committee recommended that theology be funded as "enriching academic pursuits on the university campuses", but it is unclear whether COPSE wishes theology to be funded. The Committee stands by and reiterates its original recommendation.

4. Accessibility

- Rec. 109 The Committee agrees with the COPSE Report that accessibility to higher education should still be a goal of public policy as important as quality of education. The Committee notes that the OSAP Program has done much to further this objective. The Committee also recognizes that designing programs to increase accessibility to the post-secondary system is difficult and cannot be solved by financial means alone.
- Rec. 119 The Committee endorses the recommendation of the COPSE Report that students from low income families be subsidized by Government grants. The Committee came to no conclusion about what the income ceiling for eligibility should be. It was recognized that the number of students eligible within a range and the amount of money the Government wished to commit to such a program would set the parameters. The amount of data
- Rec. 120 available on this subject, at the Committee's disposal, is limited, and as such, the Committee does not wish to recommend at this time an income ceiling. As for the duration of the grant, the Committee reached no consensus on this issue, but suggested this matter be carefully scrutinized before any implementation.
- Rec. 121 On the subject of a contingent loan repayment plan, the Committee believes that although initially such a scheme looks attractive, it may have serious shortcomings, both for the student participating and the Government. As with the grant portion of the scheme, much of the contingent repayment plan would depend upon the parameters set by the Government. In conclusion, the Committee believes that since so much work is being done on new schemes, it hesitates to make any recommendations until presented with firmer alternatives before suggesting which option to adopt. The Committee believes this needs more careful study.
- Rec. 117 The Committee endorses the COPSE suggestion that
118 there be a scholarship and fellowship program for undergraduates and graduate students of outstanding ability. It is particularly important that an Ontario Graduate Scholarship Program be implemented to retain within the Ontario system the brightest students for whom there are numerous equally attractive opportunities in other jurisdictions. The

Committee feels that this is an integral part of maintaining quality of education within the system. It further suggests that a reasonable percentage (at least 15 percent) of the graduate fellowships be awarded to foreign students; i.e.- students who are not Canadian citizens nor landed immigrants. Also, the principle of portability of fellowships and scholarships is put forward as part of the program.

- Rec. 124 The Committee interprets Recommendation 124 as being a kind of educational credit system. The Committee believes that an experiment in this area should proceed with great caution and notes the three million dollar proposal as adequate to carry out a good pilot project.
- Rec. 10 The Committee endorses, in principle, the COPSE emphasis upon "lifetime learning", and agrees that means should be provided to facilitate the return to the system of students who stopped out or dropped out. However, the Committee cautions that legislation to make it a mandatory right of people to return to school at the expense of their employer is not desirable. Such a goal should be pursued through incentive rather than legislation.

5. Quality of Education

- Rec. 16 As stated in the preamble of this response, the Committee is pleased with the new emphasis upon quality in the COPSE Report. The Committee, however, retains some serious reservations about the definitions of eligibility which appear in the COPSE Report. The Committee believes that the principle of accessibility should not compromise the right of institutions to decide upon standards of eligibility.

6. Increased Opportunities

- Rec. 40 The Committee commends COPSE for its emphasis upon widened opportunities for women, the native peoples, and Franco-Ontarians. On the subject of women, the Committee had a specific reservation on the point of institutions preparing plans for increasing female participation. Universities should take advantage of opportunities presented to them, rather than con-

sciously forming a plan which might have little chance of successful implementation.

Rec. 43 The Committee also endorses all the proposals made concerning additional opportunities for the education of native people.
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Rec. 70 The Committee endorses the proposals on furthering French language education in Ontario with the proviso that eligibility for loans and grants to French speaking students studying outside Ontario should be limited to the other Provinces of Canada.
83

7. The Open Academy

Rec. 23 Although recognizing that the Open Academy is an innovative idea worthy of further study, the Committee expressed considerable skepticism about the chances of success of the Open Academy in its present outline. The Committee believes that in order for it to be successful the Open Academy would have to be based on its own new programs, and not be a pale reflection of existing institutions. The Committee expressed considerable concern, and some members outright disapproval, of the COPSE suggestion that the Open Academy provide a testing and evaluation service and award degrees and diplomas over and beyond their own jurisdiction. The Committee acknowledges the complexity of this concept and suggests it be studied in more depth before any implementation is made. Universities on an individual basis are already permitting and adjusting intake policies to provide greater accessibility for mature students. It is conceivable that individual universities may take over the aforementioned function of equating performance and credit values, for their own degrees.

Another matter of deep concern to the Committee is the process of testing and evaluation. The Committee believes that while examinations might provide a tool for increased accessibility on the basis of merit, they can also introduce a profound steering effect on the whole process of education. The Committee cautions that examinations or tests should be an integral part of the educational process, and not merely used as a point of entry or departure.

8. Professional Education

- Rec. 53 The Committee agrees with some of the recommendations
55 of the COPSE Report about the professions and professional schools, and this agreement is recorded in the Appendix. However, the Report seems to disparage all formal or set programs of professional education and places undue emphasis on one qualifying assessment of knowledge and performance. The Committee suggests that such emphasis on assessment is only appropriate for applicants for licensure who have been trained elsewhere than in Canadian professional schools. The Committee suggests that the emphasis on the background paper which stated that "the removal of the university education.....is specious" should apply. The goal should be to prohibit the setting of formal education requirements that are irrelevant to the professional qualifications being sought.
- Rec. 65 On the question of achieving a representative cross-section of Ontario students in professional schools, the Committee questions the efficacy of random selection as a tool in achieving this goal. Random selection might well work against the principle of representation; thus, the Committee suggests that a different method be devised to ensure representation.

The Committee also feels that the report should have manifested a sense of the need for planning and co-ordination over the whole field of professional education and practice. Within the framework of autonomy for professional schools, there should also be some overall co-ordination between the professors and the practitioners for the total enterprise of professional teaching and learning.

9. Conclusion

The Committee suggests that the Government give an early indication as to which recommendations are acceptable and when they would be implemented. The institutions and individuals affected by the proposals are understandably anxious to know what is expected of them. The Committee feels it would be ideal if the disposition of the Report were decided by September in order to coincide with the beginning of the academic year. This relates particularly to the structure with which the universities and other institutions will have to deal with in the course of the academic year. Also, it would give the Committee, or Council structure, time to adapt to any new role given to them.

SEE CUA MINUTE NOS. 2155, 2166, 2170, 2171, 2172, 2180, 2181 and 2182 FOR DETAILS.

Recommendation 1

The Government of Ontario should, through its own actions and through encouragement of appropriate policies on the part of other governments and private and public organizations, provide socially useful alternatives to post-secondary education. Increased support for programs such as the Canadian University Service Overseas, Frontier College, in-service training, and some Opportunities for Youth projects would benefit society as well as afford viable, paid alternatives to remaining in school.

Endorsed. The complexity of funding and management is pointed out.

Recommendation 2

Where they do not yet exist, in-service training programs should be developed in a wide range of industrial, non-industrial, governmental, and non-governmental occupations as alternatives to programs of formal post-secondary education.

If this is intended to devalue professional qualifications, the Committee expresses reservations.

Recommendation 3

Where appropriate, the alternatives should be funded reasonably per individual per annum, as compared with formal types of post-secondary education.

This entails complex administrative problems and should not be accomplished at the expense of existing programs.

Recommendation 4

Ontario should develop a provincial manpower policy that is compatible with those developed by the federal government and by other provincial governments.

No opinion.

Recommendation 5

Community involvement in manpower programs should be emphasized by the establishment of

- (a) community employment advisory committees; and
 - (b) community boards of appeal for individuals who consider that government decisions regarding training are unreasonable in their particular case.
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The Committee notes a lack of definition and cautions against fragmenting Government decision-making powers.

Recommendation 6

Additional emphasis should be placed on pre-training programs — that is, on programs which prepare an individual in advance for a change in occupation. Retraining should be provided for those who need it.

No opinion.

Recommendation 7

The Province of Ontario should seek financial assistance from the federal government to support the development and administration of manpower pre-training and retraining programs.

No opinion.

Recommendation 8

To facilitate adequate planning of pre-training and retraining programs, funds supplied to colleges of applied arts and technology and other authorized institutions for these purposes should be provided on a long-term basis.

No opinion.

Recommendation 9

Where justified, examinations for admission to any trade or profession should be available in English and French and in other languages on request.

*Who would decide when justified?
Examinations might be inappropriate
in the professions.*

Recommendation 10

Legislation, structures, and programs should be devised to facilitate the return to learning opportunities for professionals, salaried employees, wage earners, and all other persons residing in Ontario.

*Legislation should be avoided if
possible, but efforts should be
made to protect all interests.*

Recommendation 11

The Government of Ontario should, by legislation and example, provide opportunities for the employment of secondary-school leavers who wish to pursue post-secondary education on a part-time basis. This should be accomplished by the provision of patterns of employment that permit intermittent and part-time study.

Endorsed.

Recommendation 12

Where possible, institutions of post-secondary education should provide part-time students with a range and quality of learning opportunities equal to those available to full-time students.

Endorsed.

Recommendation 13

Formal programs in universities and colleges should be more fully integrated with opportunity for experience and practice, so that pertinent practical experience gained outside formal institutions may be substituted, where feasible, for conventional laboratory and practice work.

The theoretical ought not to be devalued. Also, work experience in some situations is not as worthwhile as in the past.

Recommendation 14

Institutions of post-secondary education should be encouraged to create graduate programs that would permit students to include and integrate into their course of study related research pursued outside the institution in industry or government.

Endorsed. Practical experience is already an integral part of scientific and engineering education.

Recommendation 15

Provision should be made for employees to have the right to time off for study. Employees should also be given special subsidies or other incentives to participate in cooperative, part-study/part-work educational programs.

The Committee expresses reservations saying that this "right" should be earned. Deductible fees should be considered an incentive.

Recommendation 16

All persons who have been out of full-time education for two or more years, and who have reached a minimum age of 18, should have the right to conditional admission to post-secondary education in appropriate programs without having to meet formal requirements.

See text of Response on page 7.

Recommendation 17

In suitable cases, secondary-school students should be permitted to study part time at post-secondary institutions.

The Government might have to pay twice for the same student.

Recommendation 18

In order that learning may proceed through the accumulation of knowledge from pertinent sources, part-time students should be freely permitted to enrol in or to withdraw from post-secondary institutions, and to attend two or more institutions simultaneously. In such cases, the degree-granting authority may be an existing institution or the proposed Open Academy of Ontario.

Endorsed.

Recommendation 19

Wherever possible, student housing should be made part of general-purpose public housing, and public support should be provided on that basis.

The Committee suggests that it might not be as simple as it sounds.

Recommendation 20

The proposed Council for the Open Educational Sector should allocate and distribute grants to organizations that are making important contributions to the development of adult and continuing education to help to cover some of their operating and fixed overhead costs.

Endorsed. There should not be a situation where two sectors would be financing the same institution.

Recommendation 21

Although the provision of makeup work for participation in post-secondary programs should essentially be a school board responsibility, there may be cases in which students' interests require that some programs be offered within post-secondary institutions. In such cases, the appropriate proposed councils should enter into agreements with local boards of education to provide these services in a flexible manner.

This would be an administrative nightmare because of too many interested parties. A regional organization as suggested. Who would subsidize this? The Open Academy might be involved.

Recommendation 22

The present grade 13 standard of education should be attainable in 12 years, allowing individuals entry to all forms of post-secondary education after 12 years of schooling.

Endorsed.

Recommendation 23

There should be established within the open educational sector an Open Academy of Ontario. It should:

For details see text of Response.

1. Provide educational services at the post-secondary level by
 - (a) developing new programs suited to the needs of students not presently served in existing institutions by using the educational resources of the open educational sector as well as those of the other sectors, and
 - (b) entering into agreements with the Ontario Educational Communications Authority to develop appropriate post-secondary educational materials and programs that would be offered by radio and television;
 2. Provide a testing and evaluation service available on request to the people of Ontario; and
 3. Award degrees and diplomas formally earned in its own programs or on the basis of criteria established for services provided under 2.
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Recommendation 24

To provide supporting materials for courses given by the proposed Open Academy of Ontario, libraries beyond commuting range of post-secondary educational institutions should, where needed, be given special grants to expand their holdings.

This shouldn't be conditional on whether or not there is an Open Academy but deserves implementation in its own right.

Recommendation 25

Citizens of Ontario should, subject to reasonable rules and regulations, have access to all libraries, including those in universities, colleges of applied arts and technology, and secondary schools.

Endorsed. Reasonable rules and regulations are appropriate.

Recommendation 26

Colleges of applied arts and technology located in communities beyond a reasonable commuting distance of a university should assist provincially supported universities in establishing suitable programs in their localities. This assistance may involve providing facilities, administrative services, and, in suitable cases, staff. In the provision of such educational programs, the resources of the Open Academy of Ontario also should be used, where feasible.

Endorsed.

Recommendation 27

Existing post-secondary institutions should establish educational programs in communities in which there are no universities, university branches, or colleges of applied arts and technology, which are beyond reasonable commuting range of such institutions, and which can achieve a viable enrolment.

Endorsed. Few existing communities could presently achieve a viable enrolment.

Recommendation 28

The Government of Ontario should adopt policies that would permit the establishment of a number of small, limited charter colleges on a scale varying from approximately 200 to 1,000 students in various localities in the province through local, community, or private initiative and with substantial local and private financial support.

The Committee is already on record as disagreeing with the establishment of any new free-standing university.

Recommendation 29

In thinly populated regions, colleges, universities, and institutions in the open educational sector should make special efforts to promote regional cooperation and coordination. Where feasible, they should exchange information, share personnel, design and mount cooperative programs, and share media resources and fixed and other assets. The proposed councils for the post-secondary sector and the institutions concerned should, in consultation with one another and with appropriate groups and bodies, establish and publish specific plans for achieving these goals.

Endorsed.

Recommendation 30

In planning their curricular and research programs, post-secondary institutions in sparsely settled areas should pay particular attention to special regional needs, including the academic upgrading of employees in basic industry, research related to the economic and social possibilities and dilemmas of the North, learning opportunities for persons in remote communities, and appropriate educational services for native peoples and Franco-Ontarians, designed in close consultation with each of these groups. The responsiveness of institutions to regional needs should be further encouraged by the appointment of lay members to governing bodies from a representative range of centres and areas.

Endorsed.

Recommendation 31

To further the goal of accessibility, post-secondary institutions in regions of sparse population should receive special extra-formula grants to offset the higher costs of providing extension programs to learners in remote communities.

The Committee noted that such funds were already being provided to certain universities.

Recommendation 32

Individual colleges of applied arts and technology wishing to award distinctive bachelors' degrees, such as the Bachelor of Technology (BT) and the Bachelor of Applied Arts (BAA), to students successfully completing their present three-year programs in the appropriate divisions should be permitted to do so.

Endorsed. The public and the academic community would soon be able to judge the quality of the degree or diploma.

Recommendation 33

The Ontario College of Art, if it so wishes, should be granted the right to award a bachelor's degree for its present program of studies (that is, without an additional year being required).

Endorsed.

Recommendation 34

Discrimination on the basis of sex in all sectors and on all levels of post-secondary education in

Endorsed.

Ontario, with regard to pay, rank, and advancement, should be abolished.

Recommendation 35

With reference to Recommendation 34, appropriate procedures regarding promotions should be adopted for all persons employed in research and/or part-time teaching.

Endorsed. "Appropriate procedures" should be made specific.

Recommendation 36

Post-secondary institutions should increase the number of part-time faculty and staff positions with career lines, so that individuals can more readily combine a career with family and other responsibilities.

Endorsed. Since universities will be in no position to do new hiring in the near future, there can be no immediate implementation.

Recommendation 37

The sex of a student should have no bearing on his or her acceptance into any course of study, on eligibility for financial aid, or on rights of access to student centres, housing, and athletic facilities in post-secondary institutions.

Endorsed.

Recommendation 38

All programs offered in Ontario under the Occupational Training Act (Manpower Retraining Programs) should be open to all women who wish to re-enter the labour force.

Endorsed.

Recommendation 39

The post-secondary system should recognize the biological and parental role of both students and employees by providing full-time and part-time maternity leaves and by creating day-care centres.

Day-care centres should be part of community facilities rather than exclusively university facilities.

Recommendation 40

The proposed councils for universities, colleges, and the open educational sector, in consultation with pertinent organizations, should establish policies to increase the participation of women,

Endorsed.

both as employees and as students, in post-secondary education.

Recommendation 41

Individual post-secondary institutions, in consultation with pertinent organizations and councils, should prepare and publish specific plans indicating by what means, at what rates, and with what speed their proportion of female employees will be increased.

See text of Response on Page 7.

Recommendation 42

The proposed Ontario Committee on Post-Secondary Education should monitor the employment of women in all sectors and at all levels of post-secondary education in Ontario, and should publish its findings.

Endorsed.

Recommendation 43

An Advisory Committee on Post-Secondary Education for the Native Peoples of Ontario should be established. This body should be appointed by the Minister of Post-Secondary Education following consultation with concerned associations of the native peoples. The Committee should advise the proposed councils in the four sectors of post-secondary education in Ontario on matters pertaining to post-secondary education for the native peoples.

Endorsed.

Recommendation 44

Special post-secondary programs should be developed to prepare personnel among the native peoples in the fields of teaching, health, vocational education, and guidance.

Endorsed.

Recommendation 45

Special efforts should be made in the field of continuing education to provide appropriate educational and cultural services to adults among the native peoples.

Endorsed.

Recommendation 46

The proposed councils as well as institutions in all sectors of post-secondary education should, after consultation with the appropriate organizations of native peoples, prepare proposals, including those for extraordinary admissions and remedial programs, to provide the needed assistance in these areas.

Endorsed.

Recommendation 47

There should be established a Native Peoples' Educational Research Centre. It should not be attached to a particular institution. It should be governed by a board consisting of a majority of representatives of the native peoples. Its purpose should be to conduct and sponsor studies of relevance to the native peoples of Ontario. In particular, it should help to devise educational policies in areas of special concern to them.

Endorsed.

Recommendation 48

To ensure the provision of adequate library services to the native peoples of Ontario, appropriate public, university, college, and secondary-school libraries should be encouraged and supported in providing a ready supply of books, periodicals, and other materials of interest to this group. Also, native peoples should be adequately represented on library boards in areas where they reside.

Endorsed.

Recommendation 49

The proposed Council for the Open Educational Sector should be responsible for the appropriate funding and coordination of the special efforts outlined in Recommendations 43 to 48.

Endorsed.

Recommendation 50

The proposed Ontario Committee on Post-Secondary Education should monitor developments in post-secondary education for the native peoples and should publish its findings.

Endorsed.

Recommendation 51

To foster planning and coordination of research activities in Ontario, the proposed councils for universities, colleges, and the open educational sector should, in consultation with one another, with institutions of post-secondary education, and with appropriate groups and bodies at the national and provincial levels, define broad research objectives for their sectors and devise suitable criteria for the allocation and distribution of provincial research funds.

Since the idea of separating research and instructional funding has been rejected by the Committee defining research objectives would remain at the university level. See page 4 of Response under Recommendation 110.

Recommendation 52

Institutions of post-secondary education should, in consultation with one another, with the appropriate councils, and with other groups and bodies, define their research objectives.

Since this is contingent on 51, this would not be necessary.

Recommendation 53

Legislation should be enacted to prevent discrimination in employment because of attendance or non-attendance at educational institutions.

If the intention is to strike down irrelevant and unreasonable requirements the Committee endorses this.

Recommendation 54

Admission to professional practice in Ontario should be solely on the basis of an assessment of knowledge and performance undertaken at the point of entry into the profession.

See pages 8 and 9 of text of Response.

Recommendation 55

To promote equality of access to the professions, the Government of Ontario should consider enacting legislation that, in suitable cases, prohibits the use of set programs of formal education as a requirement for the taking of professional and para-professional licensing examinations.

See pages 8 and 9 of text of Response.

Recommendation 56

In professional areas where they do not yet exist, a variety of training programs should be

Endorsed.

developed in order that each professional area — including architecture, engineering, law, medicine, dentistry, social work, and teaching — might have a spectrum of practitioners, including specialists, general practitioners, para-professionals, technicians, and assistants.

Recommendation 57

Institutions offering programs in professional and para-professional education should provide opportunities for qualified individuals to proceed through the spectrum of skills and responsibilities represented in each of these areas. Institutions should also provide suitable transfer courses for persons seeking these opportunities in order that learning may proceed from accumulated knowledge.

Endorsed.

Recommendation 58

Post-secondary institutions should design their professional and para-professional programs of study with a view to giving students a broad awareness of the social implications of professional activities and to fostering communication and interaction among related professions and para-professions.

Endorsed.

Recommendation 59

Where needed and feasible, special professional and para-professional curricula should be devised, together with forms of limited licensure to recognize the skills thus acquired.

Endorsed.

Recommendation 60

As a condition to maintaining their certification, all professionals and para-professionals should participate in pertinent programs of continuing education or should submit evidence of comparable efforts to remain current in their fields.

Endorsed.

Recommendation 61

Refresher, updating, and continuing education programs should be developed in all professional areas to provide for the continued competence of practitioners operating at all levels. Appropriate courses should be provided also for persons seeking horizontal or vertical movement within or between professional areas, in order that an individual at one professional level may advance to another level on the basis of performance standards similar to those required for the licensing of previously qualified practitioners. These courses and programs should be periodically reviewed by the appropriate councils to ensure their continuing relevance.

Endorsed. Since some professional programs are not run by publicly funded institutions, this would place them outside the Council's jurisdiction.

Recommendation 62

Courses and programs that are suitable for the upgrading of professional skills should be eligible for provincial grants only if they are opened to related professionals and para-professionals seeking higher certification.

Endorsed.

Recommendation 63

Professional associations should not have the power to establish admission standards for professional and para-professional programs and schools. These powers should be vested in the educational institutions themselves.

Universities must admit people who have a reasonable chance of passing the certifying examinations set by the professional associations.

Recommendation 64

Where feasible, rigid and compulsory post-secondary prerequisites should not be required for admission to professional and para-professional programs of study.

Endorsed with the same proviso as for Recommendation 63.

Recommendation 65

Professional programs and schools should admit a representative cross-section of Ontario students. Accordingly, individual institutions should submit plans to the pertinent councils indicating by what means and at what speed a broader representation of women and students

See page 9 of text of Response.

from diverse regions and socioeconomic strata will be admitted to their programs. Where needed, suitable makeup programs and extraordinary admissions procedures should be devised, including admission on the basis of a random selection among qualified applicants whose aptitudes and attainments indicate a reasonable probability of success. The proposed Ontario Committee on Post-Secondary Education should monitor the implementation of these plans and publish its findings.

Recommendation 66

An evaluation of a student-teacher's performance in the classroom should take precedence over the accumulation of course credits at the training institution.

Endorsed. Emphasis should be on performance in classroom, not on course credits.

Recommendation 67

All major formal post-secondary institutions — universities, colleges of applied arts and technology, Ryerson Polytechnical Institute, and the Ontario College of Art — should be permitted to provide appropriate three-year programs as a minimum requirement for admission to a one-year teacher-training program in Ontario.

Endorsed. This would provide a variety of teachers, which is desirable.

Recommendation 68

Post-secondary educational institutions engaged in teacher education should experiment with programs that combine practice teaching, apprenticeship, and formal academic education.

Endorsed.

Recommendation 69

Graduate faculties and schools should provide students preparing for teaching careers in post-secondary institutions with opportunities to gain supervised practical teaching experience as an integral part of their program.

Endorsed.

Recommendation 70

Where appropriate and as soon as feasible, programs of study presently available in the

Endorsed.

English language in Ontario's colleges and universities — including pre-training and retraining programs, programs in continuing education, and programs of the proposed Open Academy²³ — should be provided in French.

Recommendation 71

The respective councils proposed for universities, colleges, and the open educational sector,²⁴ in consultation with the appropriate institutions and organizations in their jurisdictions, should establish and publish policies to facilitate the provision in Ontario of programs in the French language in all fields and disciplines. In special circumstances, the respective councils should recommend to the Government of Ontario the negotiation of interprovincial agreements to provide programs in other provinces on a reciprocal basis.

Endorsed.

Recommendation 72

In order that French-speaking students might have access to French-language education in all appropriate fields and disciplines, colleges and universities presently providing programs of study in French should give high priority to their expansion and should, in consultation with one another and with the pertinent councils, prepare and publish specific plans indicating how and when this will be done.

Endorsed.

Recommendation 73

Where necessary and feasible, additional existing institutions should be designated as bilingual, to serve the educational, cultural, social, and occupational needs of Ontario's French-speaking population.

Endorsed.

Recommendation 74

To provide additional educational services in French, post-secondary institutions offering instruction in French within the university, college, and open educational sectors should,

Endorsed.

²³ See Chapter 3 of this Report.

²⁴ See Chapter 7 of this Report.

where appropriate, establish cooperative, inter-institutional, and extension programs with one another and with similar institutions elsewhere in Canada.

Recommendation 75

Immediate and special attention should be paid to expanding and/or establishing French-language programs in the health sciences, library science, and education, as well as programs in technical, commercial, and continuing education.

Endorsed.

Recommendation 76

A proportion of provincial funds for research should be earmarked for research in French-language education and culture and made available to institutions offering programs in the French language.²⁵

Endorsed.

Recommendation 77

Examinations for admission to any trade or profession in Ontario should be available in French upon request.²⁶

Endorsed.

Recommendation 78

Appropriate municipal, university, college, and secondary-school libraries should be encouraged and supported to provide a supply of books, periodicals, and other library materials in the French language adequate to the needs of their users.

Endorsed.

Recommendation 79

To ensure further the adequate provision of French-language services and offerings in libraries, French-speaking citizens should be represented adequately on library boards in areas where they reside.

Endorsed.

Recommendation 80

Where appropriate, schools, colleges, and universities should extend the full range of their

Endorsed.

²⁵ See Chapter 3 of this Report.

²⁶ See Chapter 3 of this Report.

counselling and guidance services to Franco-Ontarian students in the French language. Equally, the proposed community-based career and education guidance network of the proposed Ontario Human Development Commission should provide its services in French.²⁷

Recommendation 81

In selecting among nominees for the proposed Committee on Post-Secondary Education, Council for University Affairs, Council for College Affairs, Council for the Open Educational Sector, and Council for the Creative and Performing Arts,²⁸ the Minister of Post-Secondary Education should ensure that Franco-Ontarians are included on each body.

Endorsed.

Recommendation 82

Funds should be allocated to institutions to meet higher costs arising from the normal operation of French-language programs on the basis of an objective formula. Grants, on a short-term basis, should also be available to institutions establishing or expanding French-language programs to offset extra costs resulting from the initial recruiting of additional teaching and support personnel and from the development of bilingual libraries.

Endorsed.

Recommendation 83

French-speaking students of the province who seek French-language education in a program of study not offered in French in Ontario should be eligible for the same grant-loan scheme available to students studying within Ontario.

Endorsed. This program should be restricted to study in Quebec only otherwise the cost might get out of hand.

Recommendation 84

The proposed Ontario Committee on Post-Secondary Education should monitor the provision, use, and effectiveness of French-language programs in all sectors of post-secondary education in Ontario and publish studies thereon.

Endorsed. The monitoring should be done by the Council on University Affairs.

²⁷ See Chapter 6 of this Report.

²⁸ See Chapter 7 of this Report.

Recommendation 85

The Province of Ontario should recommend to the federal government the establishment of a Canada Human Development Commission. It should:

No opinion.

- (a) advise the federal and provincial governments on matters pertaining to manpower projections and related requirements; and
 - (b) sponsor and publish studies on manpower predictions and educational planning.
-

Recommendation 86

- 1. The Ontario Human Development Commission should be established by statute.
 - 2. The Act establishing the Commission should stipulate its membership, powers, and responsibilities.
 - 3. Members of the Commission should be appointed by the Lieutenant Governor in Council on the advice of the Provincial Secretary for Social Development.
 - 4. The Commission should consist of a full-time chairman, serving for a four-year term, renewable, and twelve members drawn from the civil service, municipal governments, educational institutions, industry, labour, cultural organizations, professional and community associations, selected from nominees of appropriate voluntary associations and serving for three-year terms, once renewable.
 - 5. The Commission should:
 - (a) advise the Government of Ontario;
 - (b) sponsor and publish studies; and
 - (c) offer to the public information on educational training and employment opportunities and manpower needs.
 - 6. These services should be available through post-secondary educational institutions and a community-based information network administered by the Commission.
-

No opinion.

Recommendation 87

Data on educational services and career opportunities should be assembled and catalogued in as many communities as possible and, if practicable, on a province-wide basis and be made readily available to the public.

No opinion.

Recommendation 88

Secondary school programs dealing with educational and employment opportunities should be critically evaluated and, where necessary, refined to provide students with a realistic understanding of the relationships that exist or may exist in the future between educational programs and employment opportunities.

No opinion.

Recommendation 89

1. There should be established a Ministry of Post-Secondary Education in Ontario.
 2. The jurisdiction of the Ministry should include all fields now falling under the jurisdiction of the Ministry of Colleges and Universities, as well as all other fields proposed in this Report for the sectors of open education and the creative and performing arts.
 3. All provincial support for these fields should be funded through this Ministry.
 4. The Ministry, in addition to its customary duties of advising the Minister, should administer the student grants and loan programs recommended in this Report.
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Endorsed, but see provisos in Response under section "Structure".

Recommendation 90

1. There should be established, by law, four governmental agencies dealing with the planning, coordination, and funding of post-secondary education in Ontario. These agencies should replace the existing advisory and other bodies now performing these functions.

Endorsed, but see provisos in Response under section "Structure".

2. These four agencies should be called:
 - (a) the Ontario Council for University Affairs;
 - (b) the Ontario Council for College Affairs;
 - (c) the Ontario Council for the Open Educational Sector; and
 - (d) the Ontario Council for the Creative and Performing Arts.
 3. The four agencies should be responsible to the Ontario Legislature through the Minister of Post-Secondary Education.
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Recommendation 91

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|--|---|
| 1. The Ontario Council for University Affairs should be established by statute. | <i>SEE TEST FOR DETAILS</i> |
| 2. The Act establishing the Council should stipulate its membership, powers, and responsibilities. | <i>Membership should not be stipulated.</i> |
| 3. Members of the Council should be appointed by the Lieutenant Governor in Council on the advice of the Minister of Post-Secondary Education. | <i>Endorsed.</i> |
| 4. The 14 appointees should be selected from a list of nominees of voluntary associations and should reflect the following division: <ol style="list-style-type: none">(a) two members appointed from the nominations of each of: the Council of Ontario Universities, the Ontario Confederation of University Faculty Associations, and representative student associations;(b) one member appointed from the nominations of the representative associations of non-academic university staff;(c) six members appointed from the nominations of representative associations of labour, management, the professions, community groups, etc.; and(d) one member appointed from the nominations of the Ontario Teachers' Federation.²⁰ | <i>Rejected -- See text for details.</i> |

²⁰ See Chapter 5 of this Report.

Members of the Council should be appointed in a staggered manner for three-year terms, once renewable.

5. The Council should have a full-time chairman, appointed by the Lieutenant Governor in Council on the advice of the Minister of Post-Secondary Education for a term of four years, renewable.

Endorsed.

6. No chief executive of a university or a similar post-secondary educational institution should be appointed to the Council.

Endorsed.

7. The Council should:

- (a) plan and coordinate, in consultation with universities and related voluntary associations, the university sector of post-secondary education in the province;
- (b) advise the Minister of Post-Secondary Education on the global sums needed for the support of institutions and activities within its jurisdiction;
- (c) allocate and distribute operating and capital funds among the institutions;
- (d) publish annual reports, to be tabled in the Legislature, describing the activities of the Ontario Council for University Affairs; and
- (e) hold public hearings, from time to time, at the institutions under its jurisdiction.

Endorsed. Consultation with voluntary associations should remain informal.

Endorsed.

Endorsed.

Endorsed.

Endorsed.

8. The Council should allocate and distribute its funds for both educational operating and capital grants on an objective formula basis.

The Committee suggests "specify the allocation of" rather than "allocate and distribute".

9. Any major change in the method of funding educational or research activities should be preceded by consultations with representatives of voluntary organizations in the university sector.

Endorsed.

10. The Council should consider awarding up to 2 per cent of its operating grants budget for innovations in educational programs and policies. Grants for such projects should persist for no longer than five years; within

The Committee is already on record as opposing innovation grants.

this period, successful innovations and experiments should be viable on the basis of ordinary support.

Recommendation 92

1. The Ontario Council for College Affairs should be established by statute.
2. The Act establishing the Council should stipulate its membership, powers, and responsibilities.
3. Members of the Council should be appointed by the Lieutenant Governor in Council on the advice of the Minister of Post-Secondary Education.
4. The 14 appointees should be selected from a list of nominees of voluntary associations and should reflect the following division:
 - (a) two members appointed from nominations of each of: the Committee of Presidents of the Colleges of Applied Arts and Technology, the organization representing faculties of Ontario Colleges of Applied Arts and Technology, and representative student associations;
 - (b) one member appointed from the nominations of the representative associations of non-academic staff;
 - (c) six members appointed from the nominations of representative associations of labour, management, the professions, community groups, etc.; and
 - (d) one member appointed from the nominations of the Ontario Teachers' Federation.²¹

The Committee feels there is no necessity for a lock-step structure of similar Councils. The Committee does not wish to express an opinion on how the other Councils are organized.

Members of the Council should be appointed in a staggered manner for three-year terms, once renewable.

5. The Council should have a full-time chairman, appointed by the Lieutenant Governor in Council on the advice of the

²¹ See Chapter 5 of this Report.

Minister of Post-Secondary Education for a term of four years, renewable.

6. No chief executive of a college or a similar post-secondary educational institution should be appointed to the Council.
7. The Council should:
 - (a) plan and coordinate, in consultation with colleges and related voluntary associations, the college sector of post-secondary education in the province;
 - (b) advise the Minister of Post-Secondary Education on the global sums needed for the support of institutions and activities within its jurisdiction;
 - (c) allocate and distribute operating and capital funds among the institutions;
 - (d) publish annual reports, to be tabled in the Legislature, describing the activities of the Ontario Council for College Affairs; and
 - (e) hold public hearings, from time to time, at the institutions under its jurisdiction.
8. The Council should allocate and distribute its funds for both educational operating and capital grants on an objective formula basis.
9. Any major change in the method of funding educational or research activities should be preceded by consultations with representatives of voluntary organizations in the college sector.
10. The Council should consider awarding up to 2 per cent of its operating grants budget for innovations in educational programs and policies. Grants for such projects should persist for no longer than five years; within this period, successful innovations and experiments should be viable on the basis of ordinary support.

Recommendation 93

1. The Ontario Council for the Open Educational Sector should be established by statute.

See Recommendation 92, and page 8 of text of Response.

2. The Act establishing the Council should stipulate its membership, powers, and responsibilities.
3. Members of the Council should be appointed by the Lieutenant Governor in Council on the advice of the Minister of Post-Secondary Education.
4. The 12 appointees should be selected from a list of nominees of voluntary associations and should reflect the following division:
 - (a) two members appointed from the nominations of each of: the provincial associations of employees of libraries, museums, art galleries, the open academy, and similar institutions, and the provincial association of libraries, museums, art galleries, and the open academy;
 - (b) two members appointed from the nominations of the representative associations of teachers in adult and continuing education; and
 - (c) six members appointed from the nominations of representative associations of labour, management, the professions, community groups, etc.

Members of the Council should be appointed in a staggered manner for three-year terms, once renewable.

5. The Council should have a full-time chairman, appointed by the Lieutenant Governor in Council on the advice of the Minister of Post-Secondary Education for a term of four years, renewable.
6. No chief executive of an institution within the open educational sector should be appointed to the Council.
7. The Council should:
 - (a) plan and coordinate, in consultation with the appropriate institutions and voluntary associations in that sector, the open educational sector of post-secondary education in the province;
 - (b) advise the Minister of Post-Secondary Education on the global sums needed

- for the support of institutions and activities within its jurisdiction;
- (c) distribute operating and capital funds among the institutions;
 - (d) publish annual reports, to be tabled in the Legislature, describing the activities of the Ontario Council for the Open Educational Sector; and
 - (e) hold public hearings, from time to time, at the institutions under its jurisdiction.
8. The Council should, where feasible, allocate and distribute its funds for both educational operating and capital grants on an objective formula basis.
9. Any major change in the method of funding educational or research activities should be preceded by consultations with representatives of voluntary organizations in the open educational sector.
10. The Council should consider awarding up to 2 per cent of its operating grants budget for innovations in educational programs and policies. Grants for such projects should persist for no longer than five years; within this period, successful innovations and experiments should be viable on the basis of ordinary support.
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Recommendation 94

- 1. The Ontario Council for the Creative and Performing Arts should be established by statute.
- 2. The Act establishing the Council should stipulate its membership, powers, and responsibilities.
- 3. The Council should be the main Ontario agency providing funds for the support of the creative and performing arts.
- 4. Members of the Council should be appointed by the Lieutenant Governor in Council on the advice of the Minister of Post-Secondary Education.

Endorsed, see Recommendation 92.

5. The 10 appointees should be selected from nominees of voluntary associations interested in the creative and performing arts as well as representative associations of labour, management, the professions, community groups, etc.²² Members of the Council should be appointed in a staggered manner for three-year terms, once renewable.
6. The Council should have a full-time chairman, appointed by the Lieutenant Governor in Council on the advice of the Minister of Post-Secondary Education for a term of four years, renewable.
7. The Council should:
 - (a) advise the Minister of Post-Secondary Education on the global sums needed for the performance of its functions;
 - (b) stimulate and promote the creative and performing arts throughout the province;
 - (c) assist, cooperate with, and enlist the aid of organizations whose objectives are similar to the objectives of the Council;
 - (d) make awards to persons in Ontario for outstanding accomplishments in the creative and performing arts;
 - (e) provide, through appropriate organizations or otherwise, grants, scholarships, or loans to persons in Ontario for study or research in the arts in Ontario or elsewhere or to persons in other provinces or territories of Canada or any other countries for study or research in the arts in Ontario; and
 - (f) publish annual reports, to be tabled in the Legislature, describing the activities of the Ontario Council for the Creative and Performing Arts.
8. The Council should follow the present practice of the Province of Ontario Council for the Arts in having a small administrative staff and limited executive powers. It should be mainly an application and award centre

²² See Chapter 5 of this Report.

for individuals and organizations engaged in the creative and performing arts.

Recommendation 95

The four Councils should be encouraged to form, when necessary, joint committees and task forces to deal with specific common problems and for a specified period of time. Such task forces should be used to maintain appropriate liaison with other Councils, with government bodies, and with interested organizations.

Endorsed.

Recommendation 96

1. There should be established an Ontario Committee on Post-Secondary Education.
2. The Committee should have no executive or administrative responsibilities or be a part of any of the executive or administrative bodies involved in post-secondary education.
3. The Committee should review and monitor post-secondary education in Ontario. It should:
 - (a) sponsor and publish studies on specific subjects it considers important and of interest in the field of post-secondary education;
 - (b) hold regular public hearings on post-secondary education throughout Ontario; and
 - (c) publish annual reports dealing with the entire range of post-secondary education.
4. Members of the Committee should be appointed by the Lieutenant Governor in Council on the advice of the Minister of Post-Secondary Education.
5. The 15 appointees should be selected from nominees of voluntary associations and should reflect the following division:
 - (a) four members appointed on the nomination of labour, management, and community groups;²³

Rejected. See page 3 of text of Response.

²³ See Chapter 5 of this Report.

- (b) four members appointed on the nomination of representative associations and organizations of post-secondary educational institutions, including students, faculty, and administration;
- (c) four members appointed on the nomination of provincial associations of engineers, doctors, lawyers, and other professional associations;
- (d) the Chairman of the Ontario Council of Health;
- (e) the Deputy Minister of Post-Secondary Education; and
- (f) the Chairman of the proposed Ontario Human Development Commission.²⁴

Appointed members of the committee should hold office for staggered three-year terms, once renewable.

- 6. The Committee should have a full-time chairman, appointed by the Lieutenant Governor in Council on the advice of the Minister of Post-Secondary Education for a term of four years, renewable.
- 7. The Committee should have a small, permanent staff and sufficient funds to support its research and publications.

Recommendation 97

Faculty and institutions should maintain or, where necessary, create provincial associations to make possible the expression of views of their constituencies.

Endorsed.

Recommendation 98

- 1. Students enrolled in institutions of post-secondary education should be encouraged to create a province-wide organization or organizations.
- 2. To support their legitimate functions at the provincial level, such organizations should be

Endorsed.

Rejected. These organizations should be self-financing to preserve their autonomy.

²⁴ See Chapter 6 of this Report.

funded according to a formula that recognizes the contributions in time made by their members to joint boards, councils, and committees. In addition, individual students should receive honoraria for their participation.

Individual students should be able to receive honoraria for their participation.

Recommendation 99

All post-secondary institutions should be governed, administered, and operated with a maximum of local autonomy. (By maximum local autonomy is meant that the governing bodies of each institution should be recognized as the policy makers for all matters that can be settled or resolved at the individual institutional level.)

Endorsed for universities. This might not automatically extend to the other sectors.

Recommendation 100

Students and faculty should have direct and significant representation on the governing bodies of provincially assisted institutions.

Endorsed.

Recommendation 101

Legislation should be reviewed to allow for diversity in governing structures among institutions. New legislation permitting such a development should be passed.

Endorsed. This is happening to a certain extent already and should be encouraged.

Recommendation 102

Institutions should make public all relevant information pertaining to their operation, including financial statements. These reports and financial statements should be tabled annually in the Legislature.

Endorsed. The Committee notes that this is general practice already.

Recommendation 103

Of the lay members of governing bodies of universities and colleges, not more than one-third should be self-perpetuating, with the balance appointed by the Lieutenant Governor in Council and bodies such as alumni and city councils.

Endorsed.

Recommendation 104

1. To protect academic freedom, institutions — where they have not already done so — should develop appropriate procedures and policies regarding academic appointments, promotions, and dismissals. *Endorsed.*

2. Such procedures should be worked out in detail between the academic staff concerned and the institution, and should include a statement on academic freedom.

Recommendation 105

Institutions, in consultation with their faculty and students, should establish and publish policies on grievance procedures for both. *Endorsed.*

Recommendation 106

1. The Lieutenant Governor in Council, on the recommendation of the Minister of Post-Secondary Education, should appoint a citizen as provincial ombudsman for post-secondary education. *Rejected. See page 3 of Response.*
 2. The ombudsman for post-secondary education should have all the necessary attributes of such an office: in particular, access to information, the right to observe deliberations at which administrative officials make rulings, and the right of publication.
 3. The ombudsman for post-secondary education should table annual reports in the Legislature describing the activities of his office.
 4. Only in the absence of established grievance procedures in an institution should the ombudsman be empowered to secure fair treatment of its employees and students.
-

Recommendation 107

Institutions, in consultation with the academic staff concerned, should develop *Endorsed.*

policies, procedures, and regulations that recognize the prime responsibility of an academic staff member to his or her institution and ensure that his or her non-institutional, contract, and off-campus work in no way conflict with this responsibility.

Recommendation 108

All vestiges of *in loco parentis* rules should be abolished in institutions of post-secondary education.

Endorsed.

Recommendation 109

The goal of the provincial government's financing of post-secondary education should be universal access to appropriate educational services for all who wish and are able to benefit from them. Accordingly, all financial barriers to universal access should be progressively abolished.

Endorsed.

Recommendation 110

The public subsidy of post-secondary institutional operating costs should distinguish between educational and instructional expenditures, on the one hand, and payments for research and other activities, on the other. The annual public subsidy should be allocated to each institution as a single global sum:

Rejected. See page 4 of Response.

- (a) the subsidy for educational or instructional expenditures should be in the range of one-half to two-thirds of such costs, and based on a revised formula; and
 - (b) payments for research and other activities, where applicable, should be on a long-term basis (no fewer than three but no more than five years) and following quality assessment within each field or discipline.
-

Recommendation 111

1. The fiscal stability of post-secondary institutions should be enhanced by allocating and distributing their formula income on the basis of projected enrolment.

See page 4 of Response.

Each institution's projected enrolment should be determined in consultation with, and on the approval of, the appropriate council. It should be consonant with province-wide enrolment projections and long-term institutional plans.

2. In calculating formula income, part-time students should be subsidized on a pro-rated basis.

Endorsed -- this is already the case

Recommendation 112

To facilitate long-term planning, grants and subsidy policies of the government and the proposed councils should be made and announced on a rolling three-year basis.

This is incompatible with the slip-year.

Recommendation 113

Institutions should be free to set their own tuition fees.

Endorsed, but only within reasonable limits approved by the Council.

Recommendation 114

Colleges of applied arts and technology, universities, and similar institutions should be treated equitably with respect to all purposes, including cultural, athletic, and social activities.

Endorsed.

Recommendation 115

Church-affiliated colleges should be eligible for the same financial support as secular colleges and universities provided that:

Endorsed. The Committee has already made a parallel recommendation -- see page 5 of Response for details.

- (a) the governing bodies of the church-affiliated colleges conform to the general guidelines for such bodies recommended in this Report;¹⁷
- (b) the college does not discriminate on the grounds of religion in its admission policies for students and in its hiring, promotion, and tenure policies for faculty;
- (c) the college gives assurance that no public funds will be used for religious indoctrination;
- (d) the college obtains approval for its academic programs from the senate or comparable

body of an affiliated or federated secular institution; and

- (e) a long-term plan that includes anticipated enrolment is submitted to, and approved by, the appropriate council.
-

Recommendation 116

Both students and faculty members of church-affiliated colleges should be eligible for the full support of the financial programs recommended in this Report (that is, students should be eligible for the scholarship, fellowship, grant, and loan programs, and faculty members for appropriately awarded research support).

Endorsed.

Recommendation 117

To encourage innovation and excellence in all fields, there should be established a limited program of provincial scholarships for university undergraduates and for students in colleges and the open educational sector.

Endorsed.

Recommendation 118

There should also be established a limited program of graduate fellowships for outstanding students. The stipend should be of sufficient amount to retain many of the best students in Ontario and to attract others of like quality from elsewhere. Selection should be through a province-wide competition. A proportion of fellowships (say, 15 per cent) should be awarded to non-Canadians.

Endorsed. A proportion of fellowships (15%) should be awarded to students who are not Canadian citizens nor landed immigrants. Also, students from other provinces should be eligible for the other 85%.

Recommendation 119

Public financing of students in post-secondary education should be through two additional programs: a grant program designed to provide increased access to post-secondary education for students from lower income groups; and a contingent repayment loan program open to all students, including those in church-affiliated and

See page 5 of Response for details.

¹⁷ See Chapter 7 of this Report.

other private institutions of post-secondary education.

Recommendation 120

The grant program should have the following features:

See page 5 and 6 of Response.

- (a) awards should be large enough to pay the student's tuition fees and provide for his maintenance while studying;
 - (b) grants should be extended to eligible individuals for five years of full-time study or its equivalent in part-time study;
 - (c) eligibility for grants should be based on an individual's personal and parental income and wealth. The amount granted should be scaled according to the recipient's parents' income group and size of family on a graduated basis up to a limit of \$15,000 income (1972 dollars) for a family with two children. This limit should be reviewed periodically;
 - (d) eligibility and size of grant should not be limited because the recipient lives with his parents; and
 - (e) the grant should be determined on the basis of a sliding scale, gradually decreasing from the maximum granted to students whose families are in the lowest income bracket in Ontario.
-

Recommendation 121

The contingent repayment loan program should have the following features:

See Page 5 and 6 of Response.

- (a) it should be open to all students;
- (b) it should not be limited in time but should be dependent upon a reasonable progression towards a declared academic objective;
- (c) it should be interest-bearing;
- (d) repayment should be based on the "ability to pay" principle and fixed as a percentage of taxable income in any year;
- (e) it should be repayable within 20 to 30 years or forgivable thereafter; and

- (f) the yearly and total amount of support for which individual students are eligible should be recommended by the respective councils responsible for universities, colleges, and the open educational sector.
-

Recommendation 122

The Government of Ontario should give consideration to devising suitable schemes of financial support for persons who, in preparation for enrolment in a post-secondary program, require makeup work.

Endorsed.

Recommendation 123

The Government of Ontario and the Government of Canada should establish programs in which students would have their educational costs paid in return for a contract of service.

Endorsed.

Recommendation 124

1. Canadian citizens resident in Ontario who have not received formal post-secondary education in a traditional institution, but have the desire and ability to pursue further education in some other way, should be eligible to apply for a grant up to an approximate value of the average per student public subsidy for instructional purposes provided to individual students and to institutions of post-secondary education. These grants should be awarded to an individual citizen or a group of citizens for the purchase of educational and cultural services. The proposed Council for the Open Educational Sector should be responsible for devising, approving, and administering grants of this type.
 2. The Government of Ontario should initially allocate \$3 million annually to the Council for this purpose. The proposed Ontario Committee on Post-Secondary Education should review this program annually and recommend appropriate increases as the program is developed and evaluated.
-

See page 6 of Response.

Recommendation 125

All existing provincially supported programs of aid, bursaries, loans, grants, scholarships, and fellowships for post-secondary students should be phased out gradually in favour of the Commission's proposed programs.

See pages 5 and 6 of Response.

Recommendation 126

The proposed Ontario Committee on Post-Secondary Education should monitor the consequences of the proposed financing arrangements, with particular attention to their impact on access to post-secondary education. These findings should be published annually.

The monitoring should be done by the Council.

